

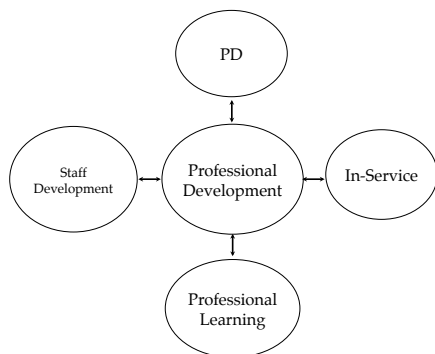
Planning for Professional Development

Federal Program Directors' Meeting
October 23, 2009

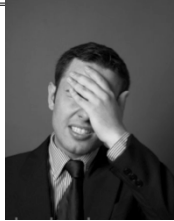
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Today's Agenda

- ♦ What does professional development look like and what makes effective PD?
- ♦ Standards for professional development
- ♦ Differentiating for individual teacher needs
- ♦ Models and designs for professional development
- ♦ Opportunity to reflect and plan for professional development



Best & Worst



Our Challenge



- * Using resources wisely for professional development
- * Making PD relevant to our teachers
- * Having a positive effect on student achievement



Our Fear

- * Wasting employees' valuable time
- * Spending money that does not have intended results

Professional Development is...

- * **Intentional**--what is our purpose? Is it worthwhile?
- * **Ongoing**--job embedded process, occurring daily
- * **Systemic**-- everything fits with other initiatives, has district support

Principles of effective PD

- * Clear focus on learning and learners
- * Emphasis on individual and organizational change
- * Small changes guided by a grand vision
- * Ongoing professional development that is procedurally embedded

NSDC Standards

- * Context Standards
- * Process Standards
- * Content Standards



Context Standards:

- * **LEARNING COMMUNITIES:** Organize educators into learning communities whose goals are aligned with those of the school and the district.
- * **LEADERSHIP:** Leaders are skilled school and district leaders who guide continuous instructional improvement.
- * **RESOURCES:** The school and district provides adequate resources to support adult learning and collaboration.



- * How can we organize time to provide professional learning?
- * What arguments might be used to increase the time for job-embedded educator learning?

Process Standards

- * **DATA-DRIVEN:** Use disaggregated student data to develop priorities, monitor progress, and sustain improvement.
- * **EVALUATION:** Demonstrate the impact of the professional development.
- * **RESEARCH-BASED:** Prepare educators to apply research to their decisions.

Process Standards, Continued:

- * **DESIGN:** Use learning strategies appropriate to the goal.
- * **LEARNING:** Apply knowledge about human learning and the change process.
- * **COLLABORATION:** Provide educators with the skills to collaborate.



- * How does your district accommodate different needs among educators?
- What supports and skills are needed to facilitate a collaborative work culture?

Content Standards:

- * **EQUITY:** Prepare educators to understand and appreciate all students and hold high expectations for all.
- **QUALITY TEACHING:** Provide educators with research-based instructional strategies and prepare educators to use various types of classroom assessments.
- **FAMILY INVOLVEMENT:** Provide educators with knowledge and skills to involve families and others.



Chat with a Friend

- * Why is it important that curriculum, instruction, and assessment are tied together in a single standard?
- * Why do you think community and family involvement is a content standard?

PD in Action: Using Data from Reading

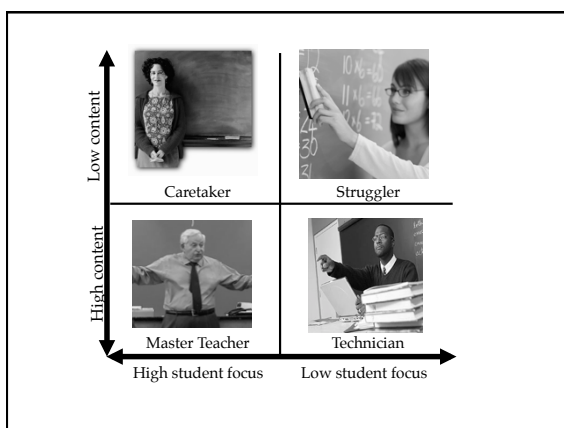
- ♦ Students are tested on reading twice a year by the district.
- ♦ Teachers meet twice monthly after school to review test data and look at student work



PD in Action: Using Data from Reading

- ♦ Students are grouped and re-grouped based on data .
- ♦ Teachers research and seek out strategies to meet their students' needs.
- ♦ Teachers research ways to involve parents and share ways they can help.





Master Teacher

- ♦ Need professional reflection
- ♦ Need to collaborate with other master teachers
- ♦ Targeted observation & support—hungry for feedback!



Technician

- ♦ Knowledge of student motivation & engagement
- ♦ Knowledge and support about differentiated instruction
- ♦ Pair with master teachers in peer coaching roles
- ♦ Focus on knowing students as individuals



The Caretaker

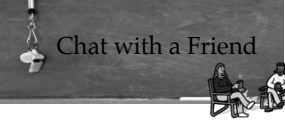
- ♦ Support and knowledge of content standards & instructional methods
- ♦ Training in classroom management
- ♦ Knowledge of differentiation strategies
- ♦ Learning communities with technicians and master teachers



The Struggler

- ♦ Beware of the time trap in investing too much with the struggler
- ♦ These can hinder growth of the caretakers and technicians
- ♦ Contain time to support and nurture master teachers and those who are working toward that status.
- ♦ Offer targeted, explicit, focused help to the struggler.






Chat with a Friend

- ♦ Can you identify teachers who fit all four of the quadrants? Where do your administrators spend the most time?
- ♦ How have you praised and nurtured the master teachers in your school or district?

PD Models

- * Training
- * Observations / assessment
- * involvement in a development / improvement process
- * Study groups
- * Inquiry / Action Research
- * Individually guided activities
- * Mentoring

Training



- * A presenter shares ideas and expertise using group activities (workshops, seminars, demonstrations)
- * Most common form of PD; efficient and cost-effective for sharing information with large groups
- * **Caution:** Must have clear objectives
- * **Caution:** Must be extended with follow-up and coaching



Observation/Assessment

- * Teachers observe others, sometimes with specific feedback (Peer coaching; clinical supervision)
- * Provides benefits to the observer and the one being observed
- * Helps break down isolation of teaching
- * **Caution:** Requires significant time and commitment



PD in Action: Focus on Literacy

- ♦ Literacy teacher presents at an all day workshop (training)
- ♦ Follow up with small groups for teams of grade level teachers (training)



PD in Action: Focus on Literacy

- ♦ Literacy teacher conducts a running record on a student, comparing with one done by the teacher (observation)
- ♦ Modeling for a teacher; offering one-on-one consultations (observation)



Study Groups



- * Entire staff focusing on one issue or problem, usually in small groups of 4-6 people
- * Each group may take a different aspect of the problem; groups share information
- * Can bring coherence and focus to school improvement
- * **Caution:** Some individuals can take over a group; need for careful protocols

Inquiry/Action Research



- * Teachers select a problem; collect information about the problem; study the research; create a hypothesis; take action and document results
- * Helps people become reflective practitioners and thoughtful decision-makers
- * **Caution:** Requires significant initiative and may take a large amount of time

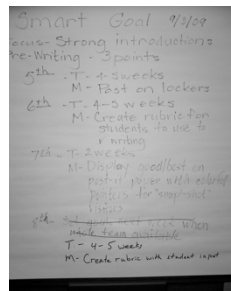
PD in Action: SMART Goals

- **S:** Specific
- **M:** Measurable
- **A:** Achievable
- **R:** Relevant
- **T:** Time-sensitive



SMART goals

- **S:** Students will write an introductory paragraph.
- **M:** Use a student rubric to score and track progress; post student work on their lockers
- **A:** Share student work weekly in grade level meetings.
- **R:** Writing assessment data show we need this goal.
- **T:** Spend 2-3 weeks on this goal (By October 16).



SMART goals

- ♦ Teacher teams meet weekly to determine progress; decide next steps
- ♦ Teachers examine student work together
- ♦ Work is publicly and prominently displayed



SMART Goals:



- Use Study Groups / Action Research
- Involve a learning community, collaborative goals
- Data-driven
- Encourages equity and quality teaching
- Both individual change and institutional change

Individually Guided Activities



- * Educators determine their own PD goals and select their own activities
- * Educators self-assess the effectiveness
- * Highly flexible opportunity for individualization
- * **Caution:** Lots of re-inventing the wheel and difficulty collaborating and sharing

Design Models



- ♦
- ♦
- ♦ District-wide vs. Site-based?
- ♦ How to decide?

District-wide designs



- * Broader vision for improvement (what can be)
- * Greater opportunity for sharing ideas and collaboration across school levels
- * Efficiency in sharing expertise of major researchers
- * **Caution:** Usually one-shot presentations with little relevance; little or no follow up and relatively low rate of success

Site-Based design

- * Relevant to the needs of the individual teachers; content determined by the school
- * Easier to reach consensus
- * **Caution:** Focus is on immediate positive difference; may limit opportunities to keep abreast of advances; sometimes a parochial view of PD

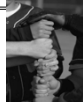


Integrated Design

- * Use the best parts of district design and site-based design
- * Several schools come together for information sharing and large-group follow up
- * Implementation sessions at the school site



Integrated Design



- * "Models that focus exclusively on district-wide *or* site-based approaches are unlikely to yield significant improvements. On the other hand, a thoughtful combination of large-scale and context-specific approaches can optimize the potential benefits of each and drastically improve both the efficiency and effectiveness of professional development practices (Guskey, 2000)."



- How have you been delivering professional development? What have been the advantages and disadvantages?
- How might your district increase professional learning by using different designs and/or models?

Integrated Design: Formative Assessment

- **District initiative:** Training workshops in Formative Assessment



- **Site-based implementation:** Teachers collaborate on department-wide grading policies; teachers build common benchmark assessments to administer every 4½ weeks; school provides paid time for analysis of benchmark data; school pays for tutorial safety nets for students who need more time

Formative Assessment



- **District** set the vision and provided initial training (Leadership/ vision, design, research-based, equity)
- **School** created ongoing opportunities for teachers to learn in depth (community, collaboration, data-driven, quality teaching, using active learning techniques)
- **Growth** by the District, at the school level, and by individual teachers

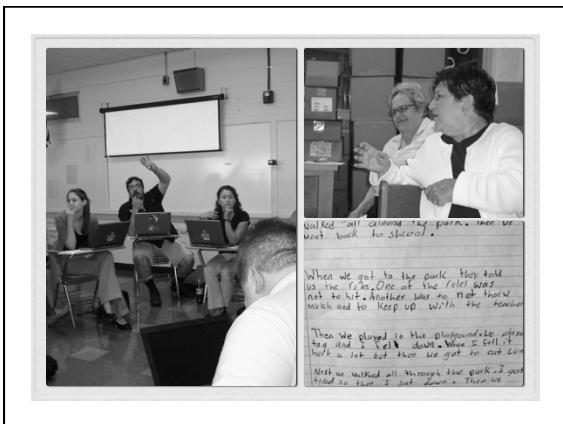
Resources: Formative Assessment


- **District:** Created the grand vision; funds used for extensive training (workshops)
- **School:** created the small changes needed for the grand vision; created culture of collaboration; paid teachers for summer hands-on workshop to develop common syllabi, common grading practices, common assessments



Resources: Formative Assessment

- **School** kept the focus on learning and the learners: paid teachers to analyze data from assessments; provided funds for tutors and technology for content remediation
- **School** created a Wiki space for teachers to post syllabi, grading criteria, benchmark data, lesson plans: professional learning became an integral part of their daily lives.





Chat with a Friend

- How can you be the catalyst for “small changes guided by a grand vision?”
- How can you keep a clear focus on learning and learners?
- What are some ways you can emphasize both individual and organizational change?
- How can you make professional learning part of the daily lives of professional educators in your school?

Special Thanks

- ♦ Cameron Middle School, Nashville
- ♦ Marion County Schools
- ♦ Stratford High School, Nashville



Bibliography

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